



Center for **(CGE)**
Global Education

Applying to Direct a Semester-Long Off-Campus Program

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(Revised August 2021)

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Why Direct an Off-Campus Program?

There are many reasons you should consider directing an off-campus program. For example, directing an off-campus program:

- can enrich your teaching on campus and broaden its focus
- can support your current scholarship and expand its focus
- is a great opportunity to collaborate with and learn from a colleague
- gives you the opportunity to be a part of a transformative experience for students

The experiences you have and the new perspectives and knowledge you gain while abroad are likely to enrich your other course offerings. Whether by including a new geographic focus to course content, adding in resources encountered during development of your off-campus course or supplementing course materials with your own personal experiences, you may find yourself reimagining your on-campus courses following a program abroad. In addition, new disciplinary or interdisciplinary courses often evolve out of faculty participation in off-campus programs.

Some faculty gravitate toward programs that tie in with their scholarship interests, and thus the experience of directing a program may directly support your scholarship and potentially expand its focus. The program may generate new contacts and collaborations and provide access to resources “on the ground” that can enhance your scholarship.

Co-directed programs provide a great opportunity to teach with a colleague. Not only will you learn about your colleague’s area of expertise, but you’ll also have the opportunity to learn from each other about teaching. While this might not be the first benefit you think of when considering serving as a co-director, it can be one of the most lasting.

It can be very rewarding to watch students grow during, and as a result of, these off-campus programs. You will have the opportunity to observe first-hand their struggles and successes, and consequently may develop much deeper relationships than typically happens on campus. To be a part of a process that is often transformative for students is both exciting and challenging.

Following is a list of HWS faculty who have led semester programs in recent years. We encourage you to use them as a resource.

<u>Fall 2015</u>	Auckland Galway Queensland Rome Seville Vietnam	Jamie MaKinster Anna Creadick Laurie Tyler and Kathleen LoGiudice (Union College) Jack Harris Juan Liebana BK Tuon (Union)
<u>Spring 2016</u>	Galway Rome	Jack Rosenberry (St. John Fisher College) Gabriella D'Angelo and Ted Aub
<u>Fall 2016</u>	Auckland Galway Mendoza Queensland Rome Vietnam	Kirin Makker David Hodgson (Union) Brien Ashdown Beth Newell and Kristen Brubaker Walter Bowyer Chris Annear
<u>Spring 2017</u>	Ecuador/Peru Galway Rome	Scott McKinney Elizabeth Ramey Stan Mathews
<u>Fall 2017</u>	Galway Queensland Rome Seville Vietnam	Wes Perkins Nicole Theodosiou and Hans Mueller (Union College) Jeff Anderson Fernando Rodríguez-Mansilla Tom Lobe (Union)
<u>Spring 2018</u>	Galway Rome	Jamie MaKinster Christine Chin and Michael Tinkler
<u>Fall 2018</u>	Auckland Galway Mendoza Queensland Rome Vietnam	Nick Ruth Dianne McMullen (Union) Colby Ristow Mark Deutschlander and Darrin Magee Jim Capreedy Chris Annear
<u>Spring 2019</u>	Galway Rome	Anna Creadick Ted Aub and Liliana Leopardi
<u>Fall 2019</u>	Galway Queensland Rome Seville Vietnam	Jack Harris Don Rodbell and Quynh Chu-LaGraff (Union College) Leah Himmelhoch Juan Liebana Teresa Meade (Union College)
<u>Spring 2020</u>	Auckland Galway Rome	Diana Baker Josh Greenstein Meghan Brown and Gabriella D'Angelo

What does a Faculty Director do?

The Role of the Faculty Director

Faculty who direct a semester-long off-campus program assume a range of responsibilities beyond just teaching a course. The faculty director takes on many other roles, including overseeing the program budget, planning and participating in excursions, dealing with student housing and medical issues, and serving as the on-site representative of HWS. All faculty selected to lead an off-campus program will receive and sign the “Directors’ Responsibilities” agreement in which a full list and description of the various responsibilities of the faculty director is included.

Aside from the academic content of the program, directors will also be (in collaboration with the Center for Global Education) involved in establishing agreements with providers abroad, arranging excursions, and developing a program budget. In addition, directors are expected to provide a site-specific predeparture orientation session(s) for the group that will be complemented by general sessions arranged by the CGE.

The faculty director bears great responsibility for the success of the academic program, for student safety and well-being, and for upholding the reputation of the Colleges. Students share in these responsibilities and sign a behavior agreement to this effect, as well as a waiver of liability.

The Role of the Center for Global Education (CGE)

The Center for Global Education is part of the Office of Academic and Faculty Affairs reporting structure and is comprised of the Dean of Global Education, Programs Operations Manager, Associate Program Manager (who has primary responsibility for short-term programs), Pre-departure and Re-entry Programming Coordinator, and Office Coordinator. CGE staff work closely with the Dean of Faculty and Provost who has overall institutional responsibility for the Colleges’ off-campus programs.

In addition to its involvement in program development, the CGE is responsible for advising students and faculty inquiring about programs, arranging program publicity, collaborating with partner institutions, and arranging program logistics. CGE staff work closely with faculty directors in student recruitment, conducting application review and admissions decision-making, and in helping to prepare students for their off-campus experience.

Guidelines for Semester-Long Program Proposals

Please review the following guidelines when developing a program proposal:

1. **Semester Program Menu:** The CGE offers semester-long faculty-led programs in several locations, with some programs offered every semester and others on an annual or biannual basis. While certain programs are designed for faculty in specific disciplines, in other cases faculty from any academic area may apply to direct. Program locations include:
 - Argentina (Mendoza) – Fall semester even years
 - Australia (Brisbane) – Every Fall semester*
 - Ireland (Galway) – Every semester*
 - Italy (Rome) – Every semester (Art/Architecture focus in Spring; Other disciplines in Fall)
 - New Zealand (Auckland) – Every Spring semester (Education focus even years; Other disciplines odd years)
 - Spain (Seville) – Fall semester odd years (Spanish and Hispanic Studies focus – language program)
 - Vietnam (Hanoi) – Every Fall semester*

**Program shared with Union College through Partnership for Global Education (Fall semester only in Galway)*

Further information about each of these programs is available on the CGE website:
<https://global.hws.edu/index.cfm?FuseAction=Programs.ListAll&>

2. **Faculty Eligibility:** Priority is given to proposals from tenure-track faculty members. Proposals from faculty who have not previously directed an off-campus program are particularly encouraged.
3. **Call for Proposals:** The Center for Global Education issues a Call for Proposals for semester-long off-campus programs early each semester. Proposals are solicited about 18 months in advance of the program departure date so that faculty directors are in place to begin student recruitment 12 months prior to the program. Please see the Off-Campus Program Proposal (Semester) form for a full description of the proposal review and selection process.
4. **Program size:** The enrollment target for programs led by a **single** director is **18-20** students, while the target for **dual**-director programs is **30-35** students. Programs that fail to meet minimum enrollment requirements (**14** for single-director programs and **24** for dual-director programs) may be subject to cancellation.
5. **Site immersion:** Successful proposals will include opportunities for students to engage in meaningful ways with the local population and environment. Some programs will already include such components (homestay or integrated housing, field study opportunities, internship, teacher education placement, integrated classes, etc.) but other innovative

ways to bring students into contact with the local community and to utilize the site in the class(es) to be offered are encouraged.

6. **Pre-and Post-Program Activities:** Successful proposals must also indicate what will be done to prepare students for their time abroad as well as what sorts of opportunities will be available upon their return to campus to enable them to reflect upon and process their experience. In preparing their proposals, faculty are encouraged to consult with CGE staff to learn more about the wide array of pre-departure and re-entry programming offered by the CGE designed to enhance the students' academic and intercultural experiences.
7. **Partner Institutions:** All of our faculty-led semester programs are offered in collaboration with partner institutions, including local universities, locally-based organizations that offer academic and logistical support, and study abroad "providers". These partners provide a range of services to our programs, including housing, arranging excursions, local transportation, and emergency support. In addition, students will take some of their coursework through the host institution. Depending on the program, HWS faculty directors will offer either one or two courses.
8. **Excursions:** A key component of our faculty-led programs is the opportunity to take students on excursions designed to enhance the academic program and provide them with insight into the local culture(s) and society. The excursions typically connect with courses offered as part of the program and may include visits in and around the host city as well as travel to other parts of the country (or even to neighboring countries). In some cases, excursions are already planned as part of the existing program while in others faculty will arrange excursions with the support of local institutions.
9. **HWS Travel Policy:** The Colleges have established an [International Travel Policy](#) that sets out guidelines regarding international travel involving students. While HWS risk management staff draw on guidance from a variety of sources, primary consideration is given to the US Department of State's Travel Advisory system in which countries are assigned to "risk levels" based on an assessment of a variety of risk indicators.

Faculty proposing to direct any off-campus study program must review the State Department advisory information and rating for the country(ies) in which the proposed program (or activity) will take place. All semester-long program locations are reviewed regularly by HWS institutional risk management staff. Proposals including excursions to locations identified as **high risk** (typically labeled as "Do Not Travel To" or "Reconsider Travel To" in the Department of State Travel Advisory) will require additional review.

10. **Insurance:** Depending on the circumstances relating to any student travel included in a proposal, vendors and partner organizations utilized for travel or other purposes may be required to provide certificates of insurance that meet the requirements of the Colleges and their insurance carriers. Furthermore, any institutionally sponsored or affiliated travel is conditioned upon the Colleges' ability to maintain sufficient coverage through our insurance carriers.

Questions to Ask When Preparing a Proposal to Lead an Off-Campus Program

In addition to the guidelines provided above, please consider the following list of questions when preparing your proposal:

- How will this program be marketed? What student populations will be targeted to ensure that enrollment requirements can be met?
- Does the coursework to be offered by the faculty director(s) have broad enough appeal to attract a sufficient number of applicants to meet enrollment targets? Does this coursework enhance or supplement, rather than duplicate, on-campus curriculum?
- What are the intended academic goals of the program? Are these goals feasible given the resources and facilities available to students?
- Does the proposal demonstrate how you will take advantage of the unique resources and opportunities available in the program site?
- How will this program connect students with the local community?
- What is the nature and degree of exposure to the host culture and language?

(REV. AUG21)